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ABSTRACT

A brightly colored van with an enthusiastic, interracial staff carries the Yonkers Public Library program to its populous inner-city neighborhood. The Minimobile carries a paperback book collection and audiovisual equipment. Its multilingual staff presents programs designed to attract new library users. The van stops at daycare centers, schools, housing projects, and service centers. Community acceptance of the Minimobile and increased library use by Black and Spanish-speaking residents demonstrate the success of the service. (PF)

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ANNUAL REPORT
MINIMOBILE
NOVEMBER 1972

Purpose:

The Minimobile program as conceived and funded under the Library Services Construction Act by the Westchester Library System in cooperation with the Yonkers Public Library is essentially an out-reach program to a high density area within a mile's radius of the Broadway Branch of the Yonkers Public Library. The purpose is three fold: First, to acquaint non users within this urban area with the resources of their public library, second, to help the library become more responsive to the needs of this community and third, to establish a new urban library image which will encourage extended use of the local facilities.

Community:

Yonkers is the fourth largest city in the State of New York with a total population of 204,297. The area surrounding the Broadway Branch of the Yonkers Public Library has been designated a target area by Urban Education whose indices are based upon the Yonkers Planning Commission study of 1966. A map is attached.

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There are an estimated 12,000 youths in this area which is one mile wide and two miles long. It ranks highest in terms of indices of social and economic blight accounting for 61.85% of the city's non-white households, 27.66% of total crimes, 43.95% of the city's juvenile delinquency, 61.77% of venereal disease and 64.88% of the city's welfare recipients. In addition this community is absorbing a steady influx of Spanish-speaking residents.

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Statistical Conclusions:

The Minimobile program operated from December 1, 1971 to November 30, 1972. It served 20 agencies, presented programs to 4,690 children under the age of 12 years, and to 2,781 adults and teenagers. Minimobile cards, valid only for the vehicle's program, have been issued to 1496 juvenile registrants and to 752 adult registrants.

Minimobile circulation must be considered within the limitations imposed by the vehicle's facilities. A maximum of two paperback books may be checked out for a week at a time by registrants. Circulation of books to juveniles (not including renewals) totaled 2,460; to adults 1106.

37 groups of Minimobile patrons visited the Broadway Branch of the Library on three specially arranged trips. These children and adults, almost without exception either registered for a permanent library card or were helped to put a previous registration in order. The majority of the children and adults who came on Minimobile trips were not previous patrons. It is estimated that at least four hundred received library cards for the first time as a result of the program.

MINIMOBILE:

The Minimobile is a converted Clark Camper, 16' in length and psychedelic in appearance, having been painted in swirls of pink,

yellow and blue. It has facilities to shelve approximately 2,000 paperback books, 200 magazines, 100 hard back books, 100 foreign language books and another 100 items, especially phonograph records.

It's equipment includes a movie projector, day screen, a filmstrip projector, an inexpensive tape-recorder and a phonograph. Of importance to outdoor programs is a four horsepower generator which will power the projector or phonograph. There also are rhythm sticks and other inexpensive rhythm instruments, a supply of paper bags for puppetry, rolls of brown wrapping paper, stencilled coloring sheets, crayons, scissors and glue.

Staff:

The staff of the Minimobile consists of a full-time librarian who schedules staff and programming, selects materials and acts as a representative of the library to the community. She is trained as a Children's librarian and speaks Spanish. Another junior librarian is employed half-time and is in charge of the programs for younger children. She is young and a resident of the target area. The full time driver of the Minimobile is a middle-aged Negro, popular in the community. He is the projectionist.

Four junior clerks are the mainstays of the Minimobile team, all of them life-long residents of the area served. Two are black. All are juniors or seniors in college. Three have served with the previous programs of the Minimobile. The position of page has been filled first by a male, now by a female high-school student,

both from Spanish-speaking homes. Finally, the Neighborhood Youth Corps provides a black high school student.

The Minimobile staff has its headquarters in one corner of the Children's room of the Broadway Branch where they have their own telephone facilities. They process all their own materials and are available to welcome their patrons when they visit the Library.

Program:

It took five months to establish any solid rapport with the teen-age sector of the inner city community. Often this was on a one-to-one basis. Films, especially black-power films of the NET variety, were a major attraction. Later, special programs such as one on venereal disease in cooperation with the County Health Department, attracted older students. The novelty of 45 RPM rock records and popular black magazines such as JET attracted many. The inter-racial staff, selected for their outgoing qualities and enthusiasm for the potential of the program, were an essential factor in the success of the spring out-reach of the Minimobile program.

The summer schedule added stops at five parks located in the high density areas. Here the Minimobile attracted many new patrons. The rest of the summer program was built on the successes of the spring schedule. Many of the same places were visited and children attracted to the Minimobile were brought into the Broadway

Branch of the library. Four groups each week visited the children's room of the library where they were greeted by familiar Minimobile staffers, shown a film and given brief instruction (often in the form of games) in the use of basic resources of the library. These children continue to return in steadily increasing numbers to the library today. A group from the YWCA, for example has been incorporated into a Children's room program on Monday afterternoons.

The fall program builds upon the experiences of the spring and the summer. It reaches a few new groups encountered under the optimum conditions of an outdoor summer program.

Areas of Service:

A brief breakdown of the areas serviced should be of value to any ongoing program. These can be subdivided into six major sections: Daycare and Headstart programs; Senior Citizens, Spanish language centers, Municipal Housing centers, and most important, the essentially black community service centers in the inner city.

Daycare:

The Minimobile has provided library service to seven different programs for pre-school children since its inception. In each case, this has entailed a weekly visit by two trained staff members to each group of children to tell stories, show filmstrips, picture books, teach simple songs and finger-plays and to give the children a chance to see, handle, and try-to-read the shiniest, prettiest picture books the library owns. Our staff firmly believes the image of the library

as a friendly story-teller and distributor of beautiful books is basic to the indoctrination of small children as future library users.

Many of the groups reached by the Minimobile have arranged visits to the children's room of the Broadway Library; all of them receive a collection of picture books from the library which is changed with the Minimobile staff's help each month. The Headstart program maintained by the Yonkers Board of Education is so extensive that it cannot be adequately serviced by the Minimobile and as a consequence only the four major Daycare centers in the city are visited by the staff this fall under its limited program. Incidental services to the Daycare centers have included talks by the librarian-in-charge to mother's clubs, and evaluation and reservation of appropriate films for parent groups by the staff.

Senior Citizens:

A limited program provided in one of the larger residential units for Senior Citizens was initiated at their request this fall. This program which reaches approximately 30 senior citizens once a week features the use of old rental films such as Red Skelton, Charlie Chaplin and the Marx Brothers. Large type and multi-language books are provided for the residents many of whom have failing eyesight. Rapport is excellent.

Adult Education and English as a Second Language programs:

Once a week, since its inception, the Minimobile librarians

have visited the center operated by the Board of Education for the non-English speaking. Here, the most enthusiastic adherents of the program offered are the high school students enrolled in the English as a Second Language program. Each of these groups of 30 plus students has been taken by bus to the library for a multi-lingual tour of its facilities and each has obtained a permanent Yonkers Public Library card for subsequent use.

The adults, an average of 30-40 per week, are highly pleased to find the Minimobile provides books in their native languages which range from Arabic to Russian with a majority in Spanish. The fact that there is always a bilingual librarian available to help with book selection and that many beginning readers in English, such as those published by the Readers Digest, are available has built tremendous rapport between staff and student body. With the cooperation of the Broadway Circulation, Reference and Business and Technical Departments of the Library, special requests for study materials are handled each week.

Spanish Language Programs:

The initial venture of the Minimobile staff in the Spanish language field was in service to the tutorial program at St. Peter's school in the inner city. This highly structured program gave the staff an unequalled opportunity to use its abilities in creative dramatics, bi-lingual story telling, film-rap sessions for older

students and book selection guidance for those limited by language transition problems. The staff of the school appreciated the Minimobile's Spanish language bibliographies, and help in ordering simple Spanish texts.

During the summer, a day camp was instituted for Spanish speaking children at the Spanish Progress Foundation in the inner city. This program attracted children from Latin-American families other than Puerto Rican. Here a format similar to that used at St. Peter's was adopted. The Puerto Rican graduate student, assigned to the Broadway Branch Children's Department as a college intern, taught games and songs and helped the librarian with book selection and story telling.

This program has been continued in the fall schedule and provides service not only to children in the tutorial program and to their numerous tutors of high school age, but also to many neighborhood children who board the Minimobile where it parks on the street each week. There is need for extended service in this center, where Spanish books need processing and cataloging and materials could be provided for adults in the Adult Education program conducted in the building, but staff time has not permitted. This is also a center for preparation for the High School Equivalency examinations now being given in Spanish.

Children from both these programs and from the neighborhood that has become crowded with an influx of Spanish-speaking residents were reached during the summer in a park program. Here, with the use of a day-screen, films were shown out of doors attracting many teenagers. The portable generator once again enabled the staff to use popular records to attract children in the park.

A fourth center for Spanish speaking residents of Yonkers inner city is the Puerto Rican Council located above the stores on a busy shopping street. During the summer, children from this center were brought to the library each week for a film program and basic instruction in library usage. Several of the older children continue to use the library, but the difficulties inherent in providing Minimobile service to the locale of the Council has limited further programming. There is a real need for increased service to this center where the teenagers handling the tutorial program need guidance and materials. The Adult Education program needs more resources for study.

Municipal Housing:

Within the confines of Yonkers inner city there are four major municipal housing developments, by name: Schlobohm, Cottage Gardens, Mulford Gardens and School Street. These ~~hours~~ since literally thousands of children for whom a trip to the Broadway Branch of the Library is often a trip to Mars despite its proximity. All are located on busy urban streets and the children are restricted to the fenced-in

areas of their developments.

The Minimobile, in previous programs and throughout this past year has served three of these housing developments directly and the fourth, Mulford Gardens, indirectly through a neighboring center. The summer programs at these developments were undoubtedly the most successful, especially since the Minimobile received special permission to open up a grassy area in each center for the use of the smaller children who normally are restricted to the concrete areas. In each instance, a recreation room or gym located in the center has been opened for Minimobile programs although there are problems of accoustics, crowded conditions and competition with sports events.

at The Housing developments traditional library programming is least effective. The circulation of Minimobile paperbacks is high considering the limitations of two books per patron. The loss ratio also is high, well above the average for the program elsewhere. Parent participation and parent responsibility is virtually nil. For many, the Minimobile is a welcome baby-sitter for their preschool children who flock weekly to the story hours and the film programs. The greatest success in getting family response was during the summer when old feature films such as the Harlem Globetrotters and Cool Hand Luke were shown in the evenings at the School Street gym. Evening programs are the most satisfactory in all these developments, but Minimobile staffing limitations have not permitted this extended

service. The children do not observe the bedtime hours of other neighborhoods, they are needed for baby-sitting or shopping after school hours if they are not involved in one of the inner city center programs, and often are locked out of their apartments until a working mother returns home.

Despite the problems outlined above, the response continued to be very favorable and there is a steadily increasing influx of these children over the age of ten years into the Broadway Branch Library, over and over again seeking out Minimobile staffers for help in getting new cards or finding books. [The majority of the children have visited the library at the second or third grade level and received cards as a result of that visit which are often lost. Neither they nor their parents always understand the purpose or permanence of this card.] Filling out the forms and the 25¢ reissue fee become major obstacles to library use.

There are teenage readers in each of these developments, many of them attracted to the Minimobile by the distribution of magazines and especially of records. They continue to appear irregularily to see "what's new?", rarely remembering to return previously borrowed materials. Sports stories and films are of primary interest, closely followed by books and magazines about major black entertainers such as the Jackson Five and Flip Wilson.

The high loss ratio inherent in service to these housing developments is discouraging. Patient training and education will teach some

of the residents to become responsible borrowers. There are, in addition to the four developments named, subsidized housing complexes within the inner city where limited service could be extended.

Inner city service centers:

These centers, funded by the Community Action programs, the Office of Educational Opportunity and similar governmental entities, have been, and should continue to be, the primary target area of Minimobile service. In Yonkers, these centers are primarly established to serve the black community and are run by members of the black community in a genuine spirit of service and recognition of basic needs of their community. They merit full cooperation of the public library, but are best served by the Minimobile which operates within their program structure and at their centers.

There are unlimited opportunities for service to these centers, if the library considers itself a service organization and not simply an institution available to the public. These centers each have problems of staffing and facilities due to restricted and competitive funding which must be taken into consideration. This demands great flexibility of programming and staffing by the Minimobile. In every instance, service has come about as an immediate response to requests.

The initial approach to these predominantly black centers by an interracial staff was through the media of films. In certain instances where there is a more transient group or an older and more reluctant audience the use of films still is a necessity. However, for future

programming the selection of one or two highly relevant films per month for each center should suffice. The most popular films shown in the spring program were of this nature; black power, African heritage, venereal disease shown in cooperation with the County Health Department and drug-related films. These could well be supplemented with book-related films for the elementary school age children, again on a once a month basis.

Inasmuch as the leaders of these inner city centers are primarily concerned with furthering the education of the children enrolled in their program, the Minimobile has had to be careful not to wear a school teacher's garb. The library ultimately will provide the greatest service to these children by refraining from an emphasis on instruction and presenting a "with-it" image of recreation and interest in their activities on their level. Basically, making books fun and reading easy must come first.

Of the five major centers served during the Minimobile year, the most expensive operation is that of the South Yonkers Youth Council. Initially, the program was directed to the tutorial program at the St. Andrew's center and successfully. However, funding for this program terminated abruptly mid-spring. The thrust of the program was altered to attract teens in the lounge of the same center. While this was a smaller group, these teens followed the Minimobile to other stops subsequently. Here, as at Jackson Street, another center operated in the same neighborhood by the South Yonkers Youth Council,

rapport was established slowly, often on a one-to-one basis with the staff participating in the local activities to the extent of playing checkers, pingpong and getting homework materials. Magazines and 45 RPM records were popular here, also sports films for a predominantly male audience.

The highlight of Minimobile cooperation with the South Yonkers Youth Council came in an eight week summer camp program which brought groups of children into the Broadway Branch twice a week. After initial groans by the campers, the season ended with request by the campers themselves to be included in these visits. Almost all of these children were issued library cards and very few had previously registered in the system. This was one of the rare, really multi-racial groups, about 70% black and 30% white in composition.

This fall, the Minimobile was slated to serve the after-school program sponsored by the South Yonkers Youth Council which enrolls more than 200 elementary school children. Unfortunately, due to problems of funding and of staffing, the program is more than one month late in getting underway. Program time is reserved for the group known as the Psychedelic Shack in recognition of need and the value of continuity in this inner city area.

One of the most active centers in the inner city is the Getty Square Neighborhood Center which serves as many as 1000 predominantly black children ranging from elementary school age to those enrolled in the high school drop-out program called TAPIA. This center has

always been served by the Minimobile.

During the spring, two separate and distinct sessions were held by the Minimobile each Wednesday afternoon and evening. The afternoon program was provided for groups of approximately 30 children in the tutorial schedule. The evening program, featuring black power and similar topical films were primarily for the teen-agers. Circulation of books, records and magazines were higher in this center than in any other, but so was the loss ratio. Despite the Minimobile reluctance to harass childrer for fines and late returns, it has been necessary here to enforce a week-to-week checkup on circulation and this has the support of the center's leaders.

Children enrolled in the Getty Square Neighborhood Center summer program visited the library weekly and with enthusiasm. Film shows and basic instruction in library usage as well as story hours were provided.

This is a highly motivated instructional center, one where it is difficult not to don school teachers garb. [As the fall program gets underway the Minimobile hopes to establish a voluntary group in a Mini Club which will encourage book reviews and polls of best books and best records to be published in a newsletter. This Mini club will serve as a pattern for other centers.]

The Minimobile has not had the staff to provide service to the TAPI program aimed at high school dropouts. This program could use films,

short and topical, but service should be tied to reference help in close cooperation with the Broadway library. Undoubtedly the most successful program in terms of attendance and participation provided here was in cooperation with Mr. Edwards of the County Health Department on venereal disease. This type of program should be provided three or four times a year and extended to other centers requesting it as well.

The Community Action Program at School #12 weekdays from 5 p.m. to 7 p.m. is one of the most successful in the city. Enrollment is about 300 children ranging in age from six to sixteen. The original emphasis of the program was on music; a rock band, marching band, hand drums, African dance, etc. This has been expanded to include crafts, photography, sports, all recreational activities. Most of the participants in this program are black and reside in the Mulford Gardens housing project. During the summer session the Minimobile was able to help with their selection and processing of books and provide resource materials for the staff. A continuation of the program here should be voluntary, something of the nature of a Mini Club outlined above plus a story hour for the younger children.

The Minimobile summer program in Irving Park, which is in a particularily depressed area of the city, initiated in cooperation with the Nepperhan Community Center nearby, at the request of the center, service has been continued into the fall program.

Here again the program is largely tutorial and the Minimobile

needs to maintain a recreational image as far as possible. Instruction in basic library skills has been provided for some of the children and many staff hours have been spent in cataloging and color-coding by reading level the relatively large book collection owned by the center, including nearly 1000 paperbacks provided by the Board of Education. Recently the staff was asked to provide a reading collection of family life stories from the Broadway Children's room for the elementary grade level program. There are almost as many teenage tutors as pupils and they are largely responsible for the high book circulation and low loss ratio.

Despite the obvious disadvantages, programs have had to be designed for the group as a whole, because of the very crowded quarters.

[Another center with extremely limited facilities is located at Walnut Street and called a Multi-Service Center. This area of the city which is undergoing urban renewal is of especial importance. The population density is high and use of the main library virtually nil.]

Because of the limited facilities, the program this year was initiated in the summer time at an adjacent concrete surfaced park. Now that cold weather has come we must meet indoors. The younger children crowd into the center every Monday for a short film, a story hour and a song or two. Contact with the large teenage population built up over the summer in the area has

largely been lost. [The junior high school one block away has been offered as a location for Minimobile programs, but this would requre a larger staff than is currently available.]

Conclusion:

The objectives of this program as outlined in the proposal for funding have been implemented. The Minimobile has developed excellent communication with the people, the organizations and the community leaders of the two square mile area of Yonkers' inner city which surrounds the Broadway Branch of the library. There are steadily increasing numbers of black and Spanish speaking residents using the library.

The following are some of the opportunities for extending the service. The greatest need is in the Spanish speaking community where there is a shortage of trained leadership and of materials. The need is not just for Spanish materials, but for English resources as well.

The staff working with the Spanish speaking community need guidance in the selection of materials and help in preparing them for use. In addition, the type of program presented by the Minimobile can serve as background for the development of lessons which can be used to teach English.

Contacts with the pre-school centers provide excellent opportunities to inform parents of the resources of the Library both for their own use and as an educational and recreational tool

for their children.

Although the circulation was small in number at the Senior Citizens' Centers, the opportunity the visits of the Minimobile provided to widen the interests of the residents with books and films was greatly appreciated. These contacts do not provide large statistics but they are a valuable public service.

There are several groups of adults who are preparing for the High School Equivalency test who would benefit from a contact with the Library as it is first introduced by the Minimobile such as; the program at the Getty Square Neighborhood Center which is called TAPIA for High School drop-outs, the Street Academy, and the classes conducted by the Spanish Progress Foundation.

Limited service to the many housing complexes would also acquaint other members of the community with the various facilities of the Library. The winter months with short daylight hours do not provide enough opportunity for after school programs, so we have had to discontinue all housing development stops. With additional staff an evening schedule could be instituted.

As contacts developed into working relationships new opportunities have arised for service. The possibilities are only limited by the number of man hours available for this program.

STATISTICS for MINIMOBILE - 1972-73

Registrations - Minimobile		
Juvenile		1,496
Adult		752
Converted into permanent Library registrations (about)		400
Agencies served		20
People served		
Children under 12 years		4,690
Adults & teenagers		2,781
Circulation*		
Juvenile		2,460
Adult		1,106
Visits to Library		
Groups		27
South Yonkers Youth Council	207	
Getty Square Neighb. Center	167	
Puerto Rican Council	86	
Adult Education	106	
YWCA	35	
		601

MINIMOBILE
ANNUAL REPORT
DECEMBER 1972 to NOVEMBER 1973

The Minimobile actually operated as originally established in the LSCA grant for less than six months; December, January, February and part of March, then during July and August.

As of March 14th, the Minimobile vehicle was not useable and the program operated with a station wagon providing very limited service to eight key stops until May 1st when further reductions in funding restricted the program to Daycare centers and a staff of two people until June.

A ten week summer program actually was fully effective only for five weeks because the new Minimobile vehicle arrived at the end of June and no driver was available until the last week in July.

In September the new Minimobile program was funded by the Yonkers Public Library and added school stops to its schedule. The last of the LSCA funds were utilized in providing service to four Daycare centers. LSCA funding expired October 31st.

Statistics for the December 1972-March 1973 period are: circulation of paperbacks (at one per week per patron) 4,613 and a total of 842 registrations both adult and juvenile. The significance of the registrations lies in the fact that of those signed up by the Minimobile 131 of the 842 had prior registrations which were no longer valid or in 469 instances never before had registered with the library.

The statistics for the summer program include attendance at Minimobile programs both on the vehicle and in the Broadway Branch Library: a total of 2,470 children and adults in five weeks. This attendance reflects the response to a film program partially under-written by Community Action Program funding.

During the summer program which served parks and agencies in the inner-city, total registration was 393 of which 241 were new; circulation was 724, again at a book-a-week limit.

An evaluation of the total effect of the Minimobile program during the two years of its existence should emphasize the new areas of service provided by the Library. The need for an appealing vehicle with audio-visual facilities was substantiated by the city's purchase of the new Minimobile. Today four of the five major inner-city housing developments are still being served by the Library. Although only one of the five major youth agencies in the area receives Minimobile service today, the schedule of nine school stops reaches many of the children previously contacted through the neighborhood agencies.

Service to the five major Daycare centers in the area has been reinstated on a short-term basis under the newly received LSCA funding. Adult education classes, the English as a Second Language program and the largest of the agency programs for high school dropouts still receive limited service under library auspices.

Of all aspects of the Minimobile program, the single greatest service undoubtedly is provided during the summer months by taking the vehicle with a staff of a professional librarian and neighborhood students into the city parks, and to agencies and daycamps, with a variety of programs. This also encourages the children and young adults to visit the neighborhood library branch.

MINIMOBILE REPORT

JULY 1973 - JUNE 1974

The single most important objective of the Minimobile project continues to be outreach into the high density population area within a mile's radius of the Broadway Branch of the Yonkers Public Library. The purpose is three-fold: to acquaint non-users with the resources of their public library, to establish a new urban library image which will encourage use, and to help the library become more responsive to the needs of the community. A further purpose is to demonstrate to other libraries in Westchester County the effectiveness of this kind of program in broadening the base of community response to library services and programs.

The Minimobile program for the summer of 1973 was offered from a station wagon equipped with a generator, a day screen and projector until a driver could be found for the brand new Minimobile just purchased by the Yonkers Public Library. In late July, the Minimobile, complete with such built-in features as a dayview screen, public address system and cassette player, continued the services already begun in 5 inner city parks, 2 housing projects, and 4 neighborhood agencies. Groups of children were brought into the Broadway Branch weekly by three community agencies for specially designed programs, planned to familiarize children with the building itself and to foster friendly relations with the library staff.

In view of our philosophy that the conditioning of young children as readers and future library users is best accomplished by promoting an image of the library as a source of attractive and interesting picture books and of the library staff as friendly, interested story-tellers, the last of the LSCA funding was utilized to provide outreach service to four day-care centers. This service was unfortunately interrupted October 31, when the grant funds expired.

During the summer period, a total of 2,470 children were served, both on the vehicle and in the branch. This attendance includes the response to film programs partially underwritten by Yonkers Community Action funding. The total number of registrations for the period was 393. Of these, 241 were new patrons. Circulation, limited to one book a week per child, was 724.

Starting in September, all aspects of the Minimobile project other than the service to day-care centers, were funded by the Yonkers Public Library. School stops were added to a schedule which already included one community agency and four of the major inner city housing projects. A much needed and appreciated service to the Board of Education's center for teaching "English as a Second Language" was also extended. The students at the center, ranging from teenagers to adults, needed books in their native languages and also easy English books, not obviously childish in content. The Minimobile was able to fill requests for many languages from Persian to Korean, although most request were for Spanish and Arabic. With the cooperation of other Yonkers Public

Library departments, special requests for information on a variety of subjects from jobs and careers to childbirth and child care were also satisfied. The response was enthusiastic and many students became regular library users and continue to visit the building frequently. During this period, borrowing privileges for the Minimobile were revised: regular Yonkers Public Library borrower's cards are now issued instead of requiring separate Minimobile cards and patrons may borrow two books each for a four week loan period.

In December new LSCA funding was made available for the two months from December 1, 1973 thru January 31, 1974. The service to day care centers was immediately reinstated and the Minimobile's after-school program was enriched by additional staff and materials.

When the grant was extended through November 30, 1974, the program was expanded again. Seven day-care centers were offered weekly visits and frequently changed deposit collections. Also, service was extended to two senior citizens' groups, four additional neighborhood agencies and an additional school in a Spanish speaking area that was not receiving any other library service.

In the spring, an 8-session course on child care, stressing hygiene and safety, was held in the recreation room of the city's largest housing project. Guest speakers from such city agencies as the police, fire and health departments offered the young audience of potential baby-sitters valuable information and advice. The course also included a trip to the library where a librarian demonstrated a variety of materials for children. Certificates were awarded to those who had not missed more than one session.

For the period from September 1, 1973 through June 30, 1974, 1,716 children and 272 adults registered for library cards on the Minimobile. The total circulation for the same period was 15,783 books and periodicals. Estimated attendance on the Minimobile during this time was 26,000. These attendance, registration and circulation figures have been accompanied by increasingly friendly and enthusiastic relationships between members of the community and Minimobile staff members, increased attendance in the children's room of the library building itself and more requests for service from community agencies than the Minimobile can provide. The significance of these findings lies in the implication that the Minimobile is reshaping the image of the library as a dynamic, viable public institution offering services that are meaningful and can be integrated into the educational, recreational and social patterns of the inner city community.